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LANGUAGE
LESSONS
FOR
BEGINNERS.



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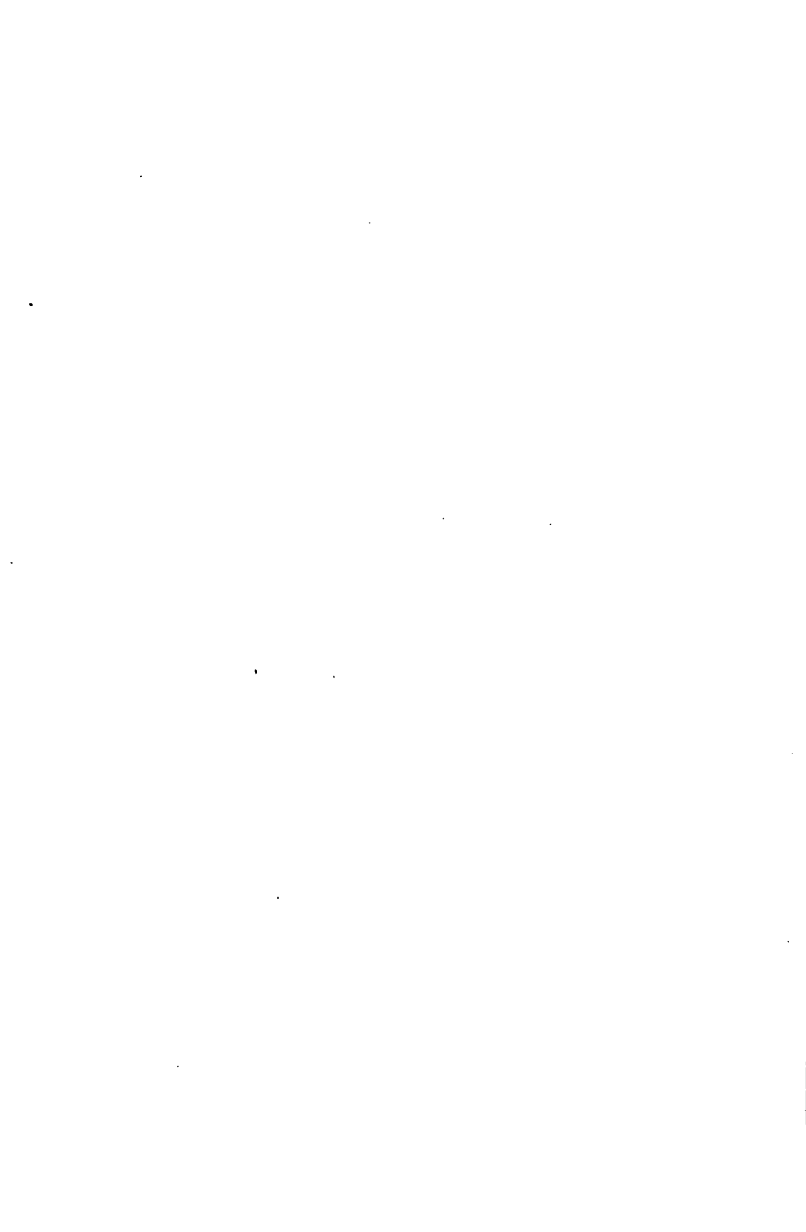


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LANGUAGE LESSONS

FOR

BEGINNERS.

BY JOHN S. HART, LL.D.,

PROFESSOR OF RHETORIC AND OF THE ENGLISH LANGUAGE AND LITERATURE IN
THE COLLEGE OF NEW JERSEY, LATE PRINCIPAL OF THE NEW JERSEY
STATE NORMAL SCHOOL, AUTHOR OF A SERIES OF TEXT-BOOKS
ON THE ENGLISH LANGUAGE, ETC., ETC.



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A SERIES OF TEXT-BOOKS
ON

THE ENGLISH LANGUAGE.

By JOHN S. HART, LL.D.

Language-Lessons for Beginners.
An Elementary English Grammar.
English Grammar and Analysis.
First Lessons in Composition.
Composition and Rhetoric.
A Short Course in Literature.
A Manual of English Literature.
A Manual of American Literature.
A Class-Book of Poetry.
A Class-Book of Prose.

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PREFACE.

WE all learn language, in the first instance, by imitation. If left, however, to this resource only, we can never gain full mastery over that wonderful instrument. To use it to the greatest advantage, we must give study to the instrument itself; and the earlier the study is begun, provided the method of study is rational, and suited to the years and capacity of the scholar, the better for his general mental development.

The book here presented is intended to be put into the hands of the scholar as soon as he is able to read and write. The method of teaching is chiefly by means of written exercises, and is similar in principle to that adopted in the First Lessons in Composition. The two books, in fact, should be begun about the same time, and should be studied together. In the first two or three Lessons, the books are almost the same; but they soon diverge and branch off into different lines of

thought, one leading directly to the systematic study of Grammar, the other to a like study of Rhetoric.

The young scholar who goes through the exercises in this book will have acquired thereby a habit, the educational value of which can hardly be overstated, of noticing the character and functions of the words which he uses, and hence will be better prepared to use words rightly, and to understand better the force of words as used by others. He will also have laid a foundation for the study of English Grammar, as the exercises involve an acquaintance with the Parts of Speech, with the leading Grammatical forms, and with the principal terms employed in teaching Grammar. Clear notions on these points being thus early acquired, the study, when taken up systematically, will not be such a painful and profitless ordeal as under the common system it often is.

J. S. H.

PRINCETON, April 21, 1874.





LANGUAGE LESSONS.

NOUNS.

LESSON I.

Written Exercises.

1. WRITE your own name in full.

Note.— Observe that your name in full is made up of two or more separate words.

In writing your name, or the name of any other person, you should begin each word of the name with a capital letter.

You must not put a comma, or a point of any kind, between the words that make up the name. Thus: John Edward Forsyth, not John, Edward, Forsyth.

If one of the words that make up the name is not

given in full, but only the first letter of it, then a period should be put after that letter, to show that it stands for the whole word. Thus: John E. Forsyth, or J. E. Forsyth.

[**Note to the Teacher.**—The teacher should show the scholar how to make capitals, commas, and periods, and should see that the directions, as given in the notes, on this subject and on other subjects, are strictly carried out, so that the scholar may be trained from the very first to the habit of writing correctly.]

The teacher should see also, in all the exercises, that the scholar *spells* the words correctly, and should show him how to use the dictionary in finding out the correct spelling.]

2. Write in full the name of your father, your mother, your brothers, your sisters, or of your other relations, not less than five or six in all.

Note.—In writing a number of names in this way, one after the other, put a comma after each full name, until you come to the last. Put a period after the last. Thus: John Edward Forsyth, Mary Forsyth, Elizabeth Benton, George Benton. The comma between the names serves to separate them. The period after the last name shows that the list is ended.

3. Write in full the names of five of your school-mates or companions.

4. Write in full the names of five persons that you have heard about, or that you have read about in story-books.

5. Write the names of five persons that are mentioned in the Bible.

Note.— You observe that in the Bible the name of a person is usually only one word, instead of being made up of two or three words, as our names are nowadays.

Commit to Memory.

The name of any *person* is called a NOUN.

Oral Review.

What is the name of any *person* called?



LESSON II.

Examples.— Jon Thompson, Henery carey, William, p Snyder

Corrections.— In the first of these names, the first word of the name is spelled wrong ; it should be John.

In the second name, the first word is spelled wrong ; it should be Henry ; and the second word should begin with a capital C.

In the third name, the first word is spelled wrong ; it should be William, and there should not be a comma after it ; also the P, which stands for the middle name, should be written as a capital, and should have a period after it.

Also there should be a period after Snyder, because it is at the end of the whole list.

The example should be written thus:—

Correctly Written.—John Thompson, Henry Carey, William P. Snyder.

Written Exercises.

The examples given below contain mistakes like those just explained. The scholar should bring the examples correctly written, and be prepared to explain the corrections orally, in the manner given above.

1. Marey Lizebeth Chapman, Edwurd c Stokes, Tommas King, Gorge, Junkin

2. Arrybela Stewart, Nickelus perkins, Henrey w Vail, Petur, simpson.

3. Archebuld Alexander, Timmethy Pickering, Waltur Green, Suzan B, Hooper, David Baker

4. Alferd Wright, Mathew Spencer, Josephene Thomas, Olliver Optic, Robbert Adair

5. Arther Townsend, Clarra Lee, Phillip Bates, Laura Tompkins, Steven Emory.

Note.—These names of *persons*, that you have been writing, are called NOUNS.

Oral Review.

What is the name of any *person* called?

LESSON III.

Written Exercises.

1. **WRITE** the name of the city, town, or place that you live in.

Note.—In writing the names of cities, towns, or other places of that kind, the name of the place should always begin with a capital.

Remember also that when you write a number of such names, one after the other, you must separate the names by a comma between them, and you must put a period after the last.

2. Write the names of five cities, towns, or other places, that you have seen, or that you have heard about.

3. Copy the following names of cities, correcting any mistakes in the spelling, or in regard to the commas and periods: Phillidelfy washington chicawgo richmund bosten

4. Write the names of five other places that you have read about in geography or history.

5. Copy the following list of names, correcting the mistakes: Baltemore Rawlegh charleston lunden parris

Note.—Sometimes the name of a place is made up of two words. In that case, no comma should be put between the words; as, New York, not New, York.

6. Copy the following list of names, correcting the mistakes: new orleans san francisco new haven new lundun saint lewis

7. Write the names of five cities mentioned in the Bible.

Note.—These names of *places* that you have been writing are called NOUNS.

Commit to Memory.

The name of any *place* is called a NOUN.

Oral Review.

What is the name of any *person* called?

What is the name of any *place* called?



LESSON IV.

Written Exercises.

WRITE the following lists of names of places and persons, spelling the words properly, and using capitals, commas, and periods, as required in the previous directions:

1. New Brunsvick james plymoth frederick careline

2. Easton charls solloman geruselam Long Branch

3. James c donaldson Anapolis Theodore ben-jemin Rome

4. Linchberg savanna robbert elisa hudson

5. Prinston anna flemington Jersey City mozes

Note.—These names of *persons* and *places* which you have been writing are called NOUNS.

Oral Review.

What is the name of any person called?

What is the name of any place called?



LESSON V.

Written Exercises.

1. WRITE the names of five *things* which you can see about the room.

Note.—These names of ordinary things, which are not names of persons or places, should not begin with a capital, except the first one. In beginning any piece of writing, the first word, whatever it is, should always begin with a capital.

2. Copy the following, correcting the spelling,

and putting capitals, commas, or periods, where required: tung shuvel burd hors Cow

3. Write the names of five parts of your body.

4. Write the names of five things which you have seen, but which are not now in sight.

5. Write the names of five things which you have never seen, but which you have heard about, or read about.

Note.—These names of *things*, which you have been writing, are also called NOUNS.

The name of any *person*, *place*, or *thing* is called a NOUN.

Oral Review.

What is the name of a *person* called?

What is the name of a *place* called?

What is the name of a *thing* called?

Commit to Memory.

A NOUN is the name of any person, place, or thing.



LESSON VI.

Written Exercises.

COPY all the Nouns which you can find in the following sentences, making the necessary corrections in regard to spelling, capitals, commas, and periods:

1. The boy went into the Gardin to pick a flower, and was stung in the hand by a Bea

2. The Cow broke through the gait and went into the yard, where she trampled on the grass and injured the frute

3. The horse brought us from Salem in a wagon with one Seat

4. My Ball is made of yarn, and is covered with lether; my kite is made of paper, and is held by a String.

5. My doll has black Hair and a red face; the dress is made of Muslin, and the shoes are made of morocco

Note.— These words which you have been writing are called Nouns.

Oral Review.

What is a Noun?



PROPER NOUNS AND COMMON NOUNS.

LESSON VII.

Explanations.— There are a great many boys in the world. Each of these boys has a name of his own; he is called John, or James, or William, or some other particular name. This particular name, which each

one has for his own, is called a Proper noun ; but the word *boy*, which belongs equally to John and James and William and all others of that class, is called a Common noun.

There are a great many cities in the world, and each city has a name of its own, as Washington, London, Paris. Each of these particular names is called a Proper noun ; but the word *city*, which belongs equally to all of them, is called a Common noun.

So there are a great many countries, as the United States, England, France. Each of these particular names is called a Proper noun ; but the word *country*, which belongs equally to all of them, is called a Common noun.

So the word *river* is a Common noun, because it belongs equally to all streams of that kind ; but the name of any particular river, as Delaware, Hudson, Potomac, is a Proper noun.

So *lake* is a Common noun ; but Erie, Ontario, or the particular name of any one lake, is a Proper noun.

Note.— A Proper noun should always begin with a capital. A Common noun should not begin with a capital, unless it is the first word in a piece of writing.

Written Exercises.

Copy the following lists of nouns, making the necessary corrections in regard to spelling, commas, and periods, and showing which are Proper nouns by beginning them with capitals :

1. Galveston rice cotton louisville corn
2. pensylvania coal susquehana iron harris-
burg
3. easton hartferd albeny canal mountain
4. carolina georgia tree apple water
5. springfield Illinois tea coffee tobacco

Commit to Memory.

Nouns are divided into two classes, Proper and Common.

A Proper noun is the particular name given to only one of a class of objects.

A Common noun is a name which belongs equally to any one of a class of objects.

John, London, Delaware are Proper nouns; boy, city, river are Common nouns.

Oral Review.

What is a noun?

Into what two classes are nouns divided?

What is a Proper noun?

What is a Common noun?

Which of these should always begin with a capital?

Mention three nouns which are Proper.

Mention three which are Common.

[Note to the Teacher.— In the lessons after this, no exercises will be given with the view of correcting mistakes in spelling, capitals, and punctuation. Constant vigilance should be used, however, by the teacher, to see that the exercises handed in are correct in these particulars.]

LESSON VIII.

THE nouns which you have had thus far are mostly names of things which we can see or handle. But there are many things which we cannot see or handle, yet we know them to exist. We say, the man has a *pain* in his head. The word *pain* is the name of something that exists, though we cannot see it.

A word like this is known to be a noun, if it makes sense when we put *a* before it, or *an*, or *the*; or when we put before it *this* or *that*, or such words as *good*, *bad*, *great*, *small*, &c.

Written Exercises.

Copy the nouns in the following sentences :

1. The boy has a bad temper ; this morning he was in a great rage.
2. The air is cooler on the top of the hill than in the bottom of the valley.
3. We have good weather this summer ; a large quantity of rain has fallen ; the crop of grain is abundant.
4. John Simpson this afternoon came from New Brunswick to Princeton, in a wagon, with a bag full of apples.
5. The light of the sun gladdens the heart.
6. The man had great sorrow at the news of the death of his son.

Oral Review.

Repeat the questions on page 15.



SINGULAR AND PLURAL.

LESSON IX.

THE word *apple* means only one apple, and is said to be in the Singular number; the word *apples* means more than one, and is said to be in the Plural number.

Nearly all nouns may be changed from the Singular to the Plural by adding *s*, or from the Plural to the Singular by dropping *s*.

Written Exercises.

Copy the nouns in the following sentences, giving both the Singular and the Plural of each noun:

1. The way from home to school is one mile in length.
2. The width of the table is one yard.
3. The stars at night give light to travellers on the road.
4. The vine is full of grapes, the tree is laden with plums.
5. The heart of the boy is filled with sorrow;

the thoughts of his mind are about his father, his mother, his brothers and sisters.

Commit to Memory.

Nouns have two Numbers, the Singular and the Plural.

The Plural of nouns is generally formed by adding *s* to the Singular.

Oral Review.

Repeat the questions on page 15.

How many Numbers do nouns have?

How is the Plural generally formed?



LESSON X.

THE Plural of *church* is not *churchs*, but *churches*; it is formed, not by adding *s*, but by adding *es*. So the Plural of *atlas* is *atlases*, the Plural of *lash* is *lashes*, the Plural of *box* is *boxes*, and the Plural of *topaz* is *topazes*. So, generally, the Plural of nouns ending in *ch*, *s*, *sh*, *x*, or *z*, is formed by adding *es*.

So, also, a great many, but not all, nouns ending in *o* form their Plural by adding *es*; as, *potato*, *potatoes*.

Written Exercises.

Write the Singular and Plural of all the nouns in the following sentences:

1. A bird was sitting on a branch of the tree with a twig in his mouth.

2. The box contained a ~~sash~~ fastened with a brooch.

3. The miss went to church in the morning and to school in the afternoon.

4. The boy had in his hand a tomato and a peach.

5. It is of little use for a scholar to remember the words of a rule, if he does not remember the meaning.

Commit to Memory.

Nouns ending in *ch*, *s*, *sh*, *x*, or *z*, and many ending in *o*, form the Plural by adding *es*.

Oral Review.

Repeat the questions on page 15.

How many Numbers do nouns have?

How is the Plural generally formed?

What nouns form the Plural by adding *es*?



LESSON XI.

THE Plural of *loaf* is not *loafs*, but *loaves*; the *f* is changed into *ves*. So the Plural of *life* is *lives*; the *fe* is changed into *ves*. So, generally, nouns ending

in *f* or in *fe*, form the Plural by changing the *f* or *fe* into *ves*.

Written Exercises.

Write the Singular and Plural of all the nouns in the following sentences :

1. The leaf of some kinds of plants is good for the cure of disease.

2. The half of a loaf is better than no bread.

3. The thief had broken into the cargo, and stolen a great mass of valuable articles.

4. The farmer and his wife came to church in a carriage drawn by two horses.

5. A life of sin is a reproach, and brings sorrow.

Commit to Memory.

Nouns ending in *f* or in *fe* form the Plural by changing the *f* or *fe* into *ves*.

Oral Review.

Repeat the questions on page 15.

How many Numbers do nouns have?

How is the Plural of nouns generally formed?

What nouns form the Plural by adding *es*?

What nouns have the Plural in *ves*?



LESSON XII.

A GOOD many nouns do not form their Plurals in any of the ways which have been mentioned. You will learn about all these hereafter, in another book. The following nine are all that you need to study just now.

Commit to Memory.

<i>Singular.</i>	<i>Plural.</i>
Man	men
Woman	women
Child	children
Ox	oxen
Foot	feet
Tooth	teeth
Goose	geese
Louse	lice
Mouse	mice.

Written Exercises.

Write the Singular and Plural of all the nouns in the following sentences :

1. I saw a squirrel on the fence eating nuts with his teeth.

2. The ox after drinking water in the brook went into the meadow.

3. Mice have fur, geese have feathers, men have hair.

4. The ox bears a yoke and draws a plough, which cuts a furrow in the field.

5. The child has thoughts of love in her heart for her father and mother.

6. The man and woman lived in a cottage at the foot of the hill by a stream of water.

Oral Review.

Repeat the questions on page 15.

How many Numbers do nouns have?

How is the Plural of nouns generally formed?

What nouns form the Plural by adding *es*?

What nouns have the Plural in *ves*?

Give the Singular and Plural of nine nouns which form the Plural irregularly.



THE POSSESSIVE CASE.

LESSON XIII.

WHEN we wish to speak of something as belonging to some one, we have two ways of saying it. We say, for instance, "The cradle of the child," or "The child's cradle." In either case, we mean the cradle of which the child is the occupier, owner, or possessor.

You notice, in the second form of expression, that the word *child* has after it, not only *s*, but this mark ' ,

which we call the *apostrophe*. The apostrophe and *s* added to a noun give the idea of possession. The word *child's*, or any other noun in this form, is not in the Plural, but in the Possessive. By the words, "The child's cradle," we mean the cradle of which the child is the occupier, owner, or possessor.

A noun in this form is said to be in the POSSESSIVE CASE.

Written Exercises.

Copy the following sentences, changing in each sentence the form of expression so as to put one of the nouns in the Possessive case :

1. The cottage of the farmer is near the mill.
2. The love of the child for her mother is very great.
3. We all need the mercy of God.
4. Do not provoke the anger of the dog.
5. The nest of the bird is built of twigs.

Copy the following sentences, changing the Possessive form to the other form :

1. The squirrel's teeth are sharp.
2. We saw the horse's hoof.
3. The murderer took the man's life.
4. The boy's hat is too large for him.
5. Solomon's proverbs are full of wisdom.

LESSON XIV.

THE words, "The squirrel's teeth," mean the teeth of *one* squirrel. But suppose we wish to speak of the teeth of several squirrels, and to put the expression in the Possessive form. In such a case, we take the plural form, squirrels, which already has *s* at the end, and we add the apostrophe only, without another *s*.

"Squirrel's teeth," with the apostrophe before the *s*, means teeth of a squirrel.

"Squirrels' teeth," with the apostrophe after the *s*, means teeth of squirrels.

That is, if the noun is in the plural, and on this account has already an *s* at the end, it is not necessary to put another *s*. The Possessive, in such cases, is formed by adding the apostrophe only.

Written Exercises.

Copy the following sentences, changing, in each sentence, the form of expression so as to put one or more of the nouns in the Possessive case:

1. Houses of farmers are built for comfort.
2. The house of the farmer is built for comfort.
3. The boy had in his hand the nest of a bird.
4. The boy had his hands full of nests of birds.
5. The love of the boy for his sisters was equal to the love of the sisters for him.

Commit to Memory.

The Possessive singular of nouns is formed by adding the apostrophe and *s*.

The Possessive plural is formed by adding the apostrophe only, if the plural already ends in *s*.

Oral Review.

Repeat the questions on pages 15 and 22.

How is the Possessive Singular of nouns formed?

How is the Possessive Plural formed?



LESSON XV.

THE word *men* is plural, though it does not end in *s*. The Possessive of *men*, therefore, is *men's*; it is formed by adding both the apostrophe and *s*.

Whenever the plural of a noun does not end in an *s* of its own, the Possessive must be formed in this way, that is, by adding *s* as well as the apostrophe.

The words which do not end in an *s* of their own in the plural have been given already on page 21.

Repeat them.

Written Exercises.

Copy the following sentences, changing, in each sentence, the form of the expression, so as to put one or more of the nouns in the Possessive case:

1. The hole of the mice was long and narrow.
2. The strength of two oxen is greater than the strength of one ox.
3. The playtime of children is much prized by them.
4. Bones of dogs and a tooth of a serpent were found in the cavern.
5. Food of oxen is different from food of men.

Commit to Memory.

The Possessive of the plurals *men, women, children, oxen, feet, teeth, geese, lice, and mice*, is formed by adding both the apostrophe and *s*.

Oral Review.

- What is a noun ?
Into what two classes are nouns divided ?
What is a Proper noun ?
What is a Common noun ?
Which of these should always begin with a Capital ?
Mention three nouns which are Proper.
Mention three which are Common.
How many Numbers do nouns have ?
How is the Plural of nouns generally formed ?
What nouns form the Plural in *ves* ?
Give the Singular and Plural of nine nouns which form the Plural irregularly ?
How is the Possessive singular of nouns formed ?
How is the Possessive plural formed ?

What nine plurals form their Possessive by adding both the apostrophe and *s*?

[**Note to the Teacher.**— At this point, particularly if the pupil is quite young, it will be best to put him back to Lesson I., and let him go again through all the Exercises, by way of review. By giving him time thus to become perfectly familiar with the ideas already acquired, you will prevent his becoming confused, when the new ideas about Adjectives are introduced.]





ADJECTIVES.



LESSON XVI.

WHEN we say, "a good pen," the word *good* is added or joined to *pen*, to describe it, or tell what kind of a pen it is. So we say, a *hard* stone, a *straight* stick, a *long* string.

These words which are added or joined to nouns to describe the things named, are called **ADJECTIVES**. The word Adjective means added. An Adjective is an added word.

Sometimes a noun has several of these added words; as, a *straight*, *smooth*, and *light* stick.

Written Exercises.

Copy the adjectives in the following sentences, and tell the noun which each is added to or describes:

1. A big black dog ran through the street, and bit a small sickly child.

2. A strong cord is needed for tying heavy articles.

3. A narrow path led up to a high hill where the young children were gathering many kinds of fruits.

4. A cool stream of sparkling water came from the dark, shady dell.

5. She remembers with warm affection the numerous and important benefits received from her dear mother.

Copy all the nouns in the foregoing sentences, giving the singular and the plural of each.

Commit to Memory.

An ADJECTIVE is a word added to a noun to qualify or describe it.

Oral Review.

Repeat the questions on page 26.

What is an Adjective?



LESSON XVII.

A *red* apple. Here *red* is an adjective, a word added or joined to apple to describe it, or tell what kind of apple it is. There are many other adjectives

which may in the same way be joined to apple. Thus we may say, *ripe* apple, *sweet* apple, *sour* apple, *round* apple, *small* apple, *large* apple.

What are some of the adjectives which we may thus use with the word *stone*?

Ans. Hard, soft, smooth, flat, heavy.

Written Exercises.

Write five adjectives for each of the following nouns:

- | | |
|------------|-------------|
| 1. Bread. | 6. Knife. |
| 2. Butter. | 7. Marble. |
| 3. Grape. | 8. Cherry. |
| 4. Peach. | 9. Ball. |
| 5. Melon. | 10. Kitten. |

Oral Review.

Repeat the questions on page 26.

What is an Adjective?



LESSON XVIII.

THE adjective does not always stand immediately before the noun which it qualifies or describes. Thus we may say, The *sweet* apple, or, The apple is *sweet*. In either case, the word "sweet" qualifies or describes "apple."

Written Exercises.

Copy the adjectives in the following sentences, and tell what noun each adjective qualifies or describes:

1. A large black horse was prancing in the beautiful meadow.

2. A gentle stream of clear, cool water is a pleasant sight in warm weather.

3. The sun was bright, the air which fanned the girl's cheek was pleasant and bracing.

4. The sorrel horse is swift but sure.

5. A large flock of noisy geese are in the lower pond.

Copy all the nouns in the foregoing sentences, giving the singular and the plural of each.

Oral Review.

Repeat the questions on page 26.

What is an adjective?



DEGREES OF COMPARISON.

LESSON XIX.

In the expression, "The *old* man," we know that "old" is an adjective, describing "man." But this

word "old" sometimes takes another form. Thus we say, "The man is *older* than he was," or, "The man is *older* than his wife." The adjective "old" has here taken a new form, by adding *er*. In this new form, it is used to express comparison. We compare the man's age now with his age formerly, or we compare his age with his wife's age.

When an adjective thus adds *er* to express a comparison, it is said to be in the Comparative Degree.

Written Exercises.

Copy the adjectives in the following sentences, but putting each adjective in the Comparative degree and telling what noun it qualifies :

1. The old scholar has a long lesson.
2. They went by a short road to the new school-house.
3. He had a brave dog and a fast horse.
4. Clean hands and a pure heart.
5. Steel is hard and bright.

Copy all the nouns in the foregoing sentences, giving the singular and the plural of each.



LESSON XX.

WHEN we say a man is *older*, we express a higher degree of age than when we say simply that he is *old*. But we wish sometimes to express this idea in the highest degree. Then we say, he is *oldest*.

The addition of *est* to an adjective makes it express a quality in the highest degree. An adjective in this form is said to be in the Superlative Degree.

Thus, we see that "old" has three forms, *old*, *older*, *oldest*. The word "old" is said to be in the Positive degree, "older" in the Comparative, and "oldest" in the Superlative.

Nearly all adjectives have these three forms, which are called Degrees of Comparison.

The Comparative is usually formed by adding *er* to the Positive; the Superlative is formed by adding *est*.

Written Exercises.

Examples.—Old, older, oldest; large, larger, largest; bright, brighter, brightest.

Copy all the adjectives in the following sentence, and give to each adjective its three forms of Positive, Comparative, and Superlative, as in the preceding examples :

The young children came home at a late hour in the afternoon, by the shortest road. They were in high spirits, and full of mirth. They were in a new wagon, drawn by a strong, black horse.

Copy all the nouns in the foregoing sentences, giving the singular and the plural of each.

Commit to Memory.

Adjectives have three degrees of Comparison, called Positive, Comparative, and Superlative.

The Comparative degree of an adjective is generally formed by adding *er* to the Positive; the Superlative is formed by adding *est*.

Oral Review.

Repeat the questions on page 26.

What is an adjective?

What Degrees of Comparison do adjectives have?

How is the Comparative degree usually formed?

How is the Superlative formed?



LESSON XXI.

MANY adjectives, particularly those which are long, form the Comparative and Superlative by prefixing the words *more* and *most*, instead of adding *er* and *est*. Thus: *numerous, more numerous, most numerous*.

Written Exercises.

Copy all the adjectives in the following sentences, and give to each adjective its three forms, Positive, Comparative, and Superlative:

A studious scholar has frequent occasion of showing whether he is careful or careless. If you would make rapid progress, you must not shrink from difficult lessons. A diligent and orderly scholar is a beautiful sight.

Copy all the nouns in the foregoing sentences, giving the singular and the plural of each.

Commit to Memory.

Many adjectives form the Comparative and Superlative by prefixing *more* and *most*.

Oral Review.

Repeat the questions on page 26.

What is an adjective?

What Degrees of Comparison do adjectives have?

How is the Comparative Degree usually formed?

How is the Superlative formed?

In what other way do many adjectives form the Comparative and Superlative?



LESSON XXII.

THE words by which we count, as *one, two, three, four, five, &c.*, also *first, second, third, fourth, fifth, &c.*, are called Numerals. They are adjectives, but they

have no degrees of comparison, like the adjectives which you have already been studying.

Many other adjectives have no degrees of comparison, because their meaning does not admit of more or less. Thus: The *English* language, the *starry* heavens, a *wooden* bench.

The following adjectives are compared irregularly :

Commit to Memory.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	better	best
Bad	worse	worst
Little	less	least
Much	more	most
Many	more	most.

Many other adjectives are compared irregularly, but these five are all that you need learn at present.

Adjectives ending in *y*, change the *y* into *i* when *er* or *est* is added. Thus: happy, happier, happiest.

Comparing an adjective means giving its three forms, Positive, Comparative, and Superlative.

Written Exercises.

Copy all the adjectives in the following sentences, comparing those adjectives which admit of comparison, and telling what noun each adjective describes or qualifies:

At the second landing, as they were going down the swift current, at the rate of six miles an hour,

thirty additional passengers entered the crowded boat. Much alarm seized the merry group, but by the good sense and praiseworthy conduct of the captain, the panic at length subsided.

Copy all the nouns in the foregoing sentences, giving the singular and the plural of each.

Oral Review.

Repeat the questions on page 26.

What is an adjective?

What Degrees of Comparison do adjectives have?

How is the Comparative Degree usually formed?

How is the Superlative formed?

In what other way do many adjectives form the Comparative and Superlative?

What adjectives are called Numerals?

Are Numerals compared?

Mention some other adjectives which are not compared.

What five adjectives are compared irregularly? Compare them.

When *er* or *est* is added to adjectives ending in *y*, what change takes place?

[To the Teacher. — At this point, the scholars should turn back to Lesson XVI., and go over again all the intervening Lessons.]





PRONOUNS.



LESSON XXIII.

"ROBERT went into the field; *Robert* was seen there."

This is much improved by saying: "Robert went into the field; *he* was seen there." The word "*he*," which is there put for the noun "Robert," is called a *Pronoun*. "Pro" means "for"; hence "Pro-noun" means "for a noun."

A Pronoun is a word which is used for a noun, or instead of a noun.

"When Mary reached school, *Mary* began studying the lesson." Better thus: "When Mary reached school, *she* began studying the lesson." "*She*" is a Pronoun; it stands for the noun "Mary."

"The ball fell on the floor, and Henry picked the *ball* up." Better thus: "The ball fell on the floor, and Henry picked *it* up." "*It*" is a Pronoun, and stands for the noun "ball."

Note.—Adjectives qualify or describe pronouns, as well as nouns. The *boy* was good; “good” describes “boy.” *He* was good; “good” describes “he.”

Commit to Memory.

A Pronoun is a word used instead of a Noun.

Written Exercises.

Example.—We saw a man in the field; he was ploughing it.

“He” is a pronoun, used instead of “man.”

“It” is a pronoun, used instead of “field.”

Copy all the pronouns in the following sentences, telling what noun each one stands for, or is used instead of:

1. The young boy said he would study the lesson, though it was hard.

2. The girl forgot the new book; so she ran back for it.

3. When scholars are late, they are kept in after school.

4. If soldiers disobey the captain, he punishes them.

5. The unruly cows have broken into the meadow; they must be driven out of it.

Copy all the nouns in the foregoing sentences, giving the singular and the plural of each.

Copy all the adjectives, comparing those which

admit of comparison, and telling the noun or pronoun which each adjective describes.

Oral Review.

Repeat the questions on pages 26 and 37.

What is a Pronoun?



GENDER.

LESSON XXIV.

WHEN we wish to use a pronoun for the name of a man, a boy, or any animal of the male sex, we say "he."

When we wish to use a pronoun for the name of a woman, a girl, or any animal of the female sex, we say "she."

When we wish to use a pronoun for the name of anything which is neither male nor female, and which has no sex, we say "it."

This distinction in regard to sex is called GENDER.

"He" is said to be of the Masculine gender; "she," of the Feminine; and "it," of the Neuter.

"Neuter" means *neither*. The pronoun "it" is called Neuter, because it is neither Masculine nor Feminine.

What has been said of the genders of the pronouns,

is true also of nouns. Names of persons or of animals of the male sex are Masculine; names of persons or of animals of the female sex are Feminine; names of things without sex are Neuter.

Sometimes we speak of persons or of animals without thinking of their sex, or without knowing it. Thus we speak of a child, a servant, a scholar. These words are said to be of the Common gender. The objects named are either male or female, but we are not certain which. They may be either.

Commit to Memory.

Gender is the distinction of words in regard to sex.

Nouns and Pronouns have three genders, Masculine, Feminine, and Neuter.

The Masculine gender denotes the male sex; the Feminine, the female sex; the Neuter, whatever is without sex.

A word is of the Common gender when the object named may be either male or female.

Written Exercises.

Copy all the nouns in the following sentences, and tell the gender of each.

Copy all the pronouns; tell the gender of each, and the noun for which it stands.

1. The lesson was difficult for the girl, but she learned it.

2. The boy did not receive the reward, but he deserved it.

3. The man had a poor memory, yet he improved it by continual practice.

4. If a cow gives much milk, she brings a high price.

5. When the unruly ox was drawing the cart, he upset it.

Copy all the adjectives in the foregoing sentences, comparing those which admit of comparison, and telling what noun or pronoun each adjective qualifies or describes.

Oral Review.

Repeat the questions on pages 26 and 37.

What is a Pronoun?

What is Gender?

How many Genders do nouns and pronouns have?

What does the Masculine gender denote? what the Feminine? what the Neuter?

When is a word of the Common gender?



CASE.

LESSON XXV.

THE pronouns have a Possessive form, just as the nouns do.

"It was *Walter's* book, not *Mary's*."

"It was *his* book, not *hers*."

Here "his" stands for "Walter's," and "hers" stands for "Mary's."

These pronouns have also a third form, *him* and *her*.

"*He* and *she* were on the way to school."

"We saw *him* and *her* on the way to school."

Each of these pronouns, then, has three forms; *he*, *his*, *him*; *she*, *hers*, *her*.

Note.—The possessive *hers* is also written *her*.

The pronoun *it* has a possessive form *its*, but is not otherwise changed.

These forms are called CASES. The names of the Cases are NOMINATIVE, POSSESSIVE, and OBJECTIVE.

Commit to Memory.

Nom. *he*, Poss. *his*, Obj. *him*; Nom. *she*, Poss. *her* or *hers*, Obj. *her*; Nom. *it*, Poss. *its*, Obj. *it*.

Nouns likewise are said to have these three cases. But the only one you can know by its form is the Possessive. For the present, therefore, in writing nouns, you need not give the case unless it is in the Possessive.

Written Exercises.

Copy all the nouns in the following sentences, and tell the gender of each, and the case if it is in the Possessive.

Copy all the pronouns, and tell the gender and case of each.

1. The girl's face was flushed; she could not conceal her anger.

2. The father told his boys to bring the book to him and lay it on the table.

3. The mother asked her daughters to read the lesson aloud to her until it was learned.

4. Lucy wet her feet in crossing the brook; she should not have attempted to cross it until she had learned its depth.



LESSON XXVI.

In the plural the pronoun is the same for all three genders.

"The *men* have come; *they* are in the parlor."

"The *women* have come; *they* are in the parlor."

"The *books* have come; *they* are in the parlor."

Here "they" stands, first for "men," which is masculine; then for "women," which is feminine; then for "books," which is neuter.

The plural; then, is the same for all three genders, Masculine, Feminine, and Neuter; and this plural has three forms, or Cases, namely, Nominative *they*, Possessive *their* or *theirs*, Objective *them*.

Written Exercises.

Copy all the nouns in the following sentences, and tell the gender, and number of each, and the case if it is in the Possessive.

Copy all the pronouns, and tell the gender, number, and case of each.

1. A youth's best guide is his Bible.
2. Edward brought his books into the school and laid them on the table.
3. The birds built their nests among the branches.
4. The lady taught her daughters that they should be careful of their manners.
5. Emma said the bag was hers ; she had bought it. The other girls said it was theirs.

Oral Review.

Repeat the questions on pages 26 and 37.

What is a pronoun ?

What is gender ?

How many genders do nouns and pronouns have ?

What does the masculine gender denote ? what the feminine ? what the neuter ?

When is a word of the common gender ?

Which pronoun is masculine ? which is feminine ? which is neuter ?

How many forms has each of these pronouns ?

What are these forms called ?

What are the names of the cases ?

Give the cases of *he* ; of *she* ; of *it*, (p. 43.)

Give the cases in the plural, (p. 44.)

LESSON XXVII.

BESIDES the pronouns which you have been studying, there are others which you ought now to learn.

"The *man* said to his comrades, *I* will return presently." Here "*I*" is a pronoun, standing for "*man*."

"Nathan said to *David*, *thou* art the man." Here "*thou*" is a pronoun, standing for "*David*."

Thus we have two new pronouns, *I* and *thou*. These have cases and numbers, the same as the other pronouns which you have been studying.

Commit to Memory.

Singular, Nom. *I*, Poss. *my* or *mine*, Obj. *me*;
Plural, Nom. *we*, Poss. *our* or *ours*, Obj. *us*.

Singular, Nom. *thou*, Poss. *thy* or *thine*, Obj. *thee*;
Plural, Nom. *you*, Poss. *your* or *yours*, Obj. *you*.

The gender of these pronouns depends upon the nouns for which they stand.

"David said, *I* will do it." "*I*" is masculine.

"Mary said, *I* will do it." "*I*" is feminine.

"He said to the boys, *you* must do it." "*You*" is masculine.

"He said to the girls, *you* must do it." "*You*" is feminine.

Note.—The pronoun *I* is always written as a Capital.

Written Exercises.

Copy all the nouns in the following sentences, and tell the gender and number of each, and the case if it is in the Possessive.

Copy all the pronouns, and tell the gender, number, and case of each.

Copy all the adjectives, telling whether each is positive, comparative, or superlative, and what noun or pronoun it qualifies or describes.

Notice that some of the nouns are of the Common gender.

1. Elizabeth's opinion is wrong, if she thinks my father is not a good man.

2. Some pupils' attention is easily diverted. They allow it to wander on the slightest occasion. Do you cultivate the habit of close attention?

3. Children, you have good reason for loving your parents.

4. Few animals are fonder of play than kittens and lambs. We often see them playing by the hour.

5. Our lessons must be attended to first. When you have learned yours, and I have learned mine, we will go to the farmer's house, and pay him a visit.

Oral Review.

Repeat the questions on pages 26, 37, and 45.

Give the numbers and cases of *I* and *thou*, (p. 46.)

PERSON.

LESSON XXVIII.

I, thou, he, she, and it are called **PERSONAL PRONOUNS**.

I is said to be of the First Person.

Thou is said to be of the Second Person.

He, she, and it are said to be of the Third Person.

The First Person means the one speaking.

The Second Person means the one spoken to.

The Third Person means what is spoken of.

These rules about Person apply to nouns as well as to pronouns.

Written Exercises.

Copy the pronouns in the following sentences, telling the person, gender, number, and case of each.

Copy the nouns, telling the person, gender, and number of each, and the case if it is in the Possessive.

Copy the adjectives, telling whether each is positive, comparative, or superlative, and what noun or pronoun it qualifies or describes.

1. We had wild horses and they took fright. The carriage was upset, but being new and strong it was not broken. My mother and I escaped without material injury. George's left arm was broken.

2. Scholars, if you wish to improve in your studies, you must be diligent.

3. When the old hen saw the boys coming, she left her nest and ran away. They found in it sixteen eggs.

4. Frederick said to his parents, "I wish you would let me go and hunt for my sister: I fear she will be lost."

5. My brother's face was radiant with joy; he had found a bird's nest, and it was full of eggs.

Oral Review.

Repeat the questions on pages 26, 37, and 45.

What kind of pronouns are *I*, *thou*, *he*, *she*, and *it* called?

Of what Person is *I*? *thou*? *he*, *she*, and *it*?

What does the First Person mean? the Second Person? the Third Person?



RELATIVE PRONOUNS.

LESSON XXIX.

"The man *who* is in the next room." Here "who" is a pronoun, standing for "man."

"The book *which* lies on the table." Here "which" is a pronoun, standing for "book."

"This is exactly *what* I wanted." Here "what"

is a pronoun, standing for "the thing which." The meaning is, This is exactly *the thing which* I wanted.

Thus we have three new pronouns, *who*, *which*, and *what*.

The pronouns which you have learned before are called Personal pronouns. These three, *who*, *which*, and *what*, are called RELATIVE pronouns. The meaning of this name you will learn hereafter, in another book.

Who has three cases, Nominative *who*, Possessive *whose*, Objective *whom*; and is the same in both numbers.

Which has a Possessive *whose*, but is otherwise unchanged.

What has no change for case or number.

The Person, Gender, and Number of the Relative pronouns are learned from the words for which they stand.

The *man* who; "who" is third person, masculine, singular.

The *women* who; "who" is third person, feminine, plural.

Written Exercises.

Copy the pronouns in the following sentences, telling whether they are Personal or Relative, and giving the person, gender, number, and case of each.

Copy the nouns, telling whether they are proper or common, and giving the person, gender, and number of each, and the case if it is in the Possessive.

Copy the adjectives, telling whether each is positive,

comparative, or ~~superlative~~, and what noun or pronoun each qualifies or describes.

[**Note to the Teacher.**— If Adjective pronouns occur in any of the Exercises, the scholars may write them simply as adjectives.]

1. The rude men who came into the front yard were in search of the old cow. They found her behind the barn.

2. Henry's mind was much excited; he exclaimed, in the greatest glee, I have found my new sled.

3. The farmer's crops, which he gathers in summer, are most important to him and his family in winter.

4. The father said to the boys, if any of you who were there saw what was done, tell me about it.

5. The mother said to the girls, if any of you who were there saw what was done, tell me about it.

Oral Review.

Repeat the questions on pages 26, 37, 45, and 49.

What three words are called Relative pronouns?

What cases has *who*? give them.

What change of form does *which* have?

Has *what* any change?

On what do the person, gender, and number of the Relative pronouns depend?

LESSON XXX.

ADJECTIVE PRONOUNS.

This book. Here "this" is added to a noun, and therefore is either an adjective, or something very much like it.

The words of this kind are generally called ADJECTIVE PRONOUNS.

There are a good many of these Adjective Pronouns. All of them that you need learn now are the following:

Commit to Memory.

This, that.

These, those.

Each, every.

Either, neither.

ARTICLES.

Two other small words, *a* and *the*, are called ARTICLES.

The Articles are added to nouns, just as adjectives are.

A is sometimes written *an*.

Written Exercises.

Copy the nouns in the following sentences, telling whether they are proper or common, and giving the person, gender, and number of each, and the case if it is in the Possessive.

Copy the pronouns, telling whether they are personal or relative, and giving the person, gender, number, and case of each.

Copy the Adjective pronouns and the Articles, and tell to what noun each is added.

Copy the adjectives, telling whether each is positive, comparative, or superlative, and to what noun it is added.

1. Margaret said to her brothers, you spent a long time in my sister's house.

2. During that summer, each of us every day told some amusing story of his early life.

3. When I had finished my dinner, I laid me down on my mother's lounge, and took a good, long nap.

4. Those nuts, which you brought into the house in the boy's satchel, were worthless.

5. William's horse had a poor saddle, so I took that saddle off and put on mine. He thanked me, and said, I am much obliged to you.

Oral Review.

What is a pronoun?

What is gender?

How many genders do nouns and pronouns have?

What does the masculine gender denote? what the feminine? what the neuter?

When is a word of the common gender?

Which pronoun is masculine? which feminine? which neuter?

How many forms has each of these pronouns?

What are these forms called?

What are the names of the cases?

Give the cases of *he*; of *she*; of *it*; of *they*.

What kind of pronouns are *I*, *thou*, *he*, *she*, and *it* called?

Of what person is *I*? *thou*? *he*, *she*, and *it*?

Give the cases, singular and plural, of *I*; of *thou*.

What does the first person mean? the second person? the third person?

What three words are called relative pronouns?

What cases has *who*? Give them.

What change of form does *which* have?

Has *what* any change?

On what does the person, gender, and number of the relative pronouns depend?

What eight words are called adjective pronouns?

What two words are called articles?

Repeat the questions on pages 26 and 37.

[**Note to the Teacher.**— At this point, the scholar should turn back to Lesson XXIII., and go over again all the intervening Lessons. Having thus reviewed the chapter on Pronouns, if he is quite young, or if he seems at all confused or uncertain in his notions on the subject, it will be not amiss for him to begin again at the beginning of the book, and give a second review of Nouns, Adjectives, and Pronouns, before entering on the study of Verbs.]





VERBS.



LESSON XXXI.

THE boy *laughs*. The boy *writes* a letter. The boy *is* a student. The boy *is* good.

In these sentences, if we leave out the words *laughs*, *writes*, and *is*, nothing is told about the boy. These words are needed to tell what the boy does, or what he is.

A word which is thus needed to tell that one does something, or that one is something, is called a VERB.

Laughs, *writes*, and *is* are Verbs.

Written Exercises.

Copy the verbs in the following sentences :

1. Rebecca saw the procession and told her mother everything about it.
2. Peter digs potatoes in the garden.
3. My father is an early riser.

4. I rested all that night, and rose next morning at the break of day.

5. Those men are sincere.

Copy in separate lists all the nouns, pronouns, adjectives, adjective pronouns, and articles.

Commit to Memory.

A VERB is a word which is needed to tell that one does something, or that one is something. Or—

A VERB is a word used to assert or affirm.



LESSON XXXII.

WE can say many things that the boy is, or that the boy does, besides those named in the last lesson.

Example.—The boy *is* in the garden. The boy *sleeps*. The boy *forgot* his book. The boy *walked* to town. The boy *eats* his breakfast. The boy *resembles* his father.

Written Exercises.

Make up in this way five sentences about each of the following nouns, telling what each one is or does, and in each sentence marking the verb by drawing a line under it.

- | | |
|-----------|--------------|
| 1. Horse. | 6. Fire. |
| 2. Dog. | 7. Smoke. |
| 3. Cat. | 8. Bee. |
| 4. Man. | 9. Gardener. |
| 5. Woman. | 10. Sun. |

Copy in separate lists all the nouns, pronouns, adjectives, adjective pronouns, and articles in the sentences which you have made.

Oral Review.

What is a noun?

What is a pronoun?

What is an adjective?

What two words are called articles?

What is a verb?



SUBJECT OF THE VERB.

LESSON XXXIII.

It has been said that the verb asserts or tells something of some one or of some thing. The person or the thing that the verb thus tells about is called the **SUBJECT** of the verb.

Example. — James writes a letter. The fact of writing a letter is asserted of James. The word which

makes this assertion is "writes." James, therefore, is the SUBJECT of the verb *writes*.

Another Example.—James *is* a student. The fact of being a student is asserted of James. The word which makes this assertion is "is." James, therefore, is the SUBJECT of the verb *is*.

Note.—The Subject of the verb may be either a noun or a pronoun.

Written Exercises.

Copy the verbs in the following sentences, and tell what noun or pronoun is the Subject of each :

1. The apples hung upon the tree; the thief stole them.

2. The book fell from the table, and the scholar picked it up.

3. Vacation is pleasant to scholars; they enjoy it greatly.

4. I am in the city, where people live in crowded streets.

5. He has money, you have learning.

Oral Review.

Repeat the questions on page 57.

Commit to Memory.

The Subject of a verb is the noun or pronoun of which something is asserted or told.

LESSON XXXIV.

THE subject of a verb is said to be Nominative to it.

The Nominative of the pronouns is known by its *form*. Thus: Nom. *he*, Poss. *his*, Obj. *him*.

Nouns have a separate form for the Possessive, but not for the Nominative.

The only way to find out whether a noun in any sentence is Nominative is to think whether it is the Subject of a verb.

An easy way of finding out whether a noun is the Subject of a verb is to put *who* or *what* before the verb, and make a question.

Example.— Philip, before entering the car, bought a ticket.

Here the verb is “bought.” Question: Who bought? Ans. Philip.

Philip, then, is the Subject of the verb bought.

Another Example.— The tree which stood in the meadow fell during the last storm.

Here are two verbs, “fell,” and “stood.”

What fell? — the tree. Tree is the Subject of fell.

What stood? — which. Which is the Subject of stood.

Written Exercises.

Copy the verbs in the following sentences, and tell the noun or pronoun which is the subject or nominative of each :

1. The farmer in spring-time plants his field with corn.
2. The oldest man in the city died last night.
3. I came ; you sent for me.
4. The burden of a great crime lies on his conscience.
5. The man who took the cane is a thief.

Oral Review.

Repeat the questions on page 57.

What is the Subject of a verb ?

In what Case is the Subject of a verb ?

How do we usually know the Nominative of a pronoun ?

What easy way of finding out whether a noun is the Subject of a verb ?



OBJECT OF THE VERB.

LESSON XXXV.

Examples.—James touched Peter. James touched the table.

Here, if we leave out the noun after the verb, and make the sentence read simply "James touched," the sense is not complete. We must add some word to tell who or what it was that James touched.

Partial Definition. — A noun or a pronoun which is thus needed to complete the meaning of a verb is, in most instances, its OBJECT.

A noun or a pronoun which is the Object of a verb is said to be in the Objective Case.

The pronouns have a distinct form for the Objective case. Thus: Nom. *he*, Poss. *his*, Obj. *him*.

Nouns have no such distinct form. The only way by which we can know that a noun is in the Objective is by finding out that it is the Object of the verb.

An easy way to find out when a noun is the Object of a verb is to put *whom* or *what* after the verb, and make a question.

Examples. — James touched, — *whom*? Ans. Peter. Peter, then, is the Object of touched.

James touched, — *what*? Ans. Table. Table, then, is the Object of touched.

Written Exercises.

Copy the verbs in the following sentences, and tell what noun or pronoun is the Subject of each verb; also what noun or pronoun is the Object of each.

1. The youth while at home obeyed his father.
2. The cows last night trampled down the grass.
3. A good marksman kills a bird on the wing.
4. The scholar knew the lesson, and the teacher commended him.
5. If Walter did the deed, he committed a sin.

LESSON XXXVI.

SOMETIMES a noun is used after a verb to complete the sense, and yet is not the Object of the verb.

A noun is not the Object of a verb, unless it expresses something quite distinct from that expressed by the nominative.

Examples. — Walter is a writer. Here the word “writer” is only another name for Walter, and therefore is not the Object of the verb. But if I say, Walter writes letters, “letters” is something quite distinct from Walter, and is the Object of the verb.

Two verbs, *is* and *becomes*, very frequently thus take after them a noun which means the same thing as the nominative, and which therefore is not the Object.

The noun after such a verb is in the same case as the noun or pronoun before it.

Written Exercises.

Copy the verbs in the following sentences, and tell what noun or pronoun is the Subject or Nominative of each ; also, whether the noun following each is or is not its Object.

1. The snow covered all the ground.
2. The man in the asylum is a lunatic.
3. He is a coward.

4. You told him that your father despised a liar.

5. The hunter took a gun and shot twelve ducks.

Commit to Memory.

Completed Definition.—The Object of a verb is a noun or a pronoun which is needed to complete the meaning of the verb, and which also expresses something quite distinct from the nominative.

Oral Review.

Repeat the questions on pages 57, 60.

When a noun is needed after a verb, to complete its meaning, what, in most instances, is the noun called?—in what Case is it?

How do we usually know the Objective case of a pronoun?

What easy way of finding out whether a noun is in the Objective?

May a noun ever be used after a verb, to complete its meaning, and yet not be its Object? Give an example.

What two verbs most frequently take after them a noun which is not in the Objective?

In what Case is the noun after such a verb?

In order that the noun after a verb may be its Object, what must the noun express?

What is the Object of a verb? [Give the Completed Definition.]

TRANSITIVE AND INTRANSITIVE
VERBS.

LESSON XXXVII.

Example. — The man strikes the table.

Here some action passes over from the man to the table.

In most verbs which take an Object after them, an action or influence of some kind seems thus to pass over from the subject to the object. On this account, verbs of this kind are called TRANSITIVE.

The word Transitive means passing over.

A verb which does *not* require an Object to complete its meaning is called INTRANSITIVE.

Written Exercises.

Copy the verbs in the following sentences, and tell which are Transitive and which are Intransitive; tell also what noun or pronoun is the subject or nominative of each verb; and what noun or pronoun is the object of each Transitive verb.

1. The woodman yesterday cut the tree down.
2. William cried because the boys broke his knife.
3. Birds fly in the air because they have wings.
4. The large tree which stands in the garden bears fine apples.
5. My aquarium is large; it contains many fishes.

Commit to Memory.

A Transitive verb is one which needs an Object to complete the meaning of the verb.

An Intransitive verb is one which does *not* need an Object to complete the meaning of the verb.

Note.—An easy way oftentimes of finding out whether a verb is Transitive is to try whether it makes sense with *him*, *her*, or *it* after it.

Oral Review.

Repeat the questions on pages 57, 60, 63.

What is a Transitive verb?

What is an Intransitive verb?

What easy way of finding out whether a verb is Transitive?



PERSON AND NUMBER.

LESSON XXXVIII.

PERSON and Number in verbs are expressed to some extent by differences in form.

Verbs have three Persons, First, Second, and Third; and two Numbers, Singular and Plural.

The verb is always of the same Person and Number as its nominative.

Written Exercises.

Copy the verbs in the following sentences, and tell which are Transitive and which are Intransitive; tell what is the Subject or Nominative of each, and if the verb is Transitive, what is its Object; tell also the Number and Person of each.

1. I live in Philadelphia, but my sister lives in Boston.

2. When we visited the city, my grandfather died.

3. You are good scholars; you know your lessons.

4. Some passengers sleep, although the engine draws the cars so fast.

5. The sun above us shines brightly; it warms the air.

Oral Review.

Repeat the questions on pages 57, 60, 63, 65.

How are Persons and Numbers in verbs to some extent expressed?

How many Persons has the verb? how many Numbers?

The verb is always of the same Person and Number as, — what?



TENSE.

LESSON XXXIX.

First Example.—I *write* a letter. This means, I am doing it now, at this present time.

Second Example.—I *wrote* a letter. This means, I did write it once, in some past time.

By changing *write* to *wrote*, the verb is made to express a difference of time.

This difference of form in the verb to express differences of time is called TENSE. The word Tense means time.

There are a good many Tenses, or differences of time, expressed by verbs, but the only ones that you need learn now are two, the PRESENT and the PAST.

Commit to Memory.

Tense is the means by which verbs express distinctions of time.

The Present Tense expresses present time.

The Past Tense expresses past time.

The verb *Walk*.

PRESENT TENSE.

*Singular.**Plural.*

1 Pers. I <i>walk</i> .	1 Pers. We	} <i>walk</i> .
2 Pers. Thou <i>walkest</i> .	2 Pers. You	
3 Pers. He <i>walks</i> .	3 Pers. They	

PAST TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers. I <i>walked.</i>		1 Pers. We	} <i>walked.</i>
2 Pers. Thou <i>walkedst.</i>		2 Pers. You	
3 Pers. He <i>walked.</i>		3 Pers. They	

The verb *Write.*

PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers. I <i>write.</i>		1 Pers. We	} <i>write.</i>
2 Pers. Thou <i>writest.</i>		2 Pers. You	
3 Pers. He <i>writes.</i>		3 Pers. They	

PAST TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers. I <i>wrote.</i>		1 Pers. We	} <i>wrote.</i>
2 Pers. Thou <i>wrotest.</i>		2 Pers. You	
3 Pers. He <i>wrote.</i>		3 Pers. They	

The verb *Am.*

PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers. I <i>am.</i>		1 Pers. We	} <i>are.</i>
2 Pers. Thou <i>art.</i>		2 Pers. You	
3 Pers. He <i>is.</i>		3 Pers. They.	

PAST TENSE.

<i>Singular.</i>		<i>Plural.</i>	
1 Pers. I <i>was.</i>		1 Pers. We	} <i>were.</i>
2 Pers. Thou <i>wast.</i>		2 Pers. You	
3 Pers. He <i>was.</i>		3 Pers. They	

Written Exercises.

Copy the verbs in the following sentences, and tell whether each verb is Transitive or Intransitive; what is its Nominative; and, if it is Transitive, what is its object; tell also its Tense, Number, and Person.

1. A journey from the United States to Europe takes some time; it also costs much money.

2. A voyage round Cape Horn is very tedious.

3. Foreigners every year visit America.

4. The horseman rode out of the town in great haste, but many citizens saw him.

5. May is the month for flowers; we miss their sweet perfumes, when July comes with its great heat.

Oral Review.

What is a verb?

What is the Subject of a verb?

In what Case is the Subject of a verb?

How do we usually know the Nominative of a pronoun?

What easy way of finding out whether a noun is the Subject of a verb?

When a noun is needed after a verb to complete its meaning, what, in most instances, is the noun called? In what Case is it?

How do we usually know the Objective case of a pronoun?

What easy way of finding out whether a noun is in the Objective?

May a noun ever be used after a verb, to complete its meaning, and yet not be its Object? Give an example.

What two verbs most frequently take after them a noun which is not in the Objective?

In what case is the noun after such a verb?

In order that the noun after a verb may be its Object, what must the noun express?

What is the Object of a verb? [Completed Definition.]

What is a Transitive verb? what an Intransitive?

What easy way of finding out whether a verb is Transitive?

How are Persons and Numbers in verbs to some extent expressed?

How many Persons has the verb? how many Numbers?

The verb is always of the same Person and Number as,—what?

What is Tense?

What does the Present Tense express? the Past?

Give, in full, the Present and Past tenses of the verb *walk*; of the verb *write*; of the verb *am*.

[To the Teacher. — At this point, the scholar should turn back to Lesson XXXI., and go over again carefully all the Lessons in Verbs before proceeding farther in advance.]





ADVERBS.



LESSON XL.

Example.—The boy writes plainly.

The word *plainly* tells in what manner the boy writes. So we may say, he writes *neatly, rapidly, carelessly, swiftly*.

These words that are thus added or joined to a verb to tell how one does a thing are called **ADVERBS**. They are so called because they are added to a verb.

Written Exercises.

Copy the adverbs in the following sentences, and tell what verb each belongs to:

1. The storm raged violently.
2. A mad bull rushed furiously through the street.
3. The girl played on the piano very skilfully.
4. He resisted the robber manfully.
5. He acted in that matter mercifully towards the prisoners.

LESSON XLI.

ADVERBS are very numerous, and are of various kinds. The principal kinds are the following:

1. ADVERBS OF MANNER. These, which are the most numerous, have been already described. Most of them end in *ly*.

The following are a few of them: *newly, truly, hotly, coldly, fully, sharply, surely, solely, firmly*.

2. ADVERBS OF PLACE: *here, there, where, hither, thither, whither, hence, thence, whence, &c.*

3. ADVERBS OF TIME: *now, then, when, ever, never, soon, hereafter, &c.*

4. ADVERBS OF QUANTITY: *much, little, enough, &c.*

5. ADVERBS OF DIRECTION: *downward, upward, forward, backward, &c.*

6. ADVERBS OF NUMBER: *once, twice, thrice, &c.*

7. ADVERBS OF AFFIRMATION AND NEGATION: *yes, no, indeed, nay, doubtless.*

8. ADVERBS OF INTERROGATION: *how, why, when, where, whither, whence.*

[To the Teacher.— It is not intended that the scholar should commit to memory the foregoing lists. The object is to help him in finding out the adverbs in the sentences which he examines.]

Written Exercises.

Copy the adverbs in the following sentences, and tell what verb each adverb belongs to:

1. I much desire to depart immediately.
2. The clock struck twice; he then hastily retreated.
3. He was there then, but he left the place afterwards, and immediately went back to his home.
4. Why do you write so hastily? How can you expect to write well, unless you begin soon, and persevere steadily?
5. If you rise early and retire late, you will sleep little.

Commit to Memory.

Adverbs are of various kinds.

The principal kinds of adverbs are those of Manner, Place, and Time.



LESSON XLII.

ADVERBS, though chiefly joined to verbs, are often joined to adjectives, and even to other adverbs.

Example.—A truly wise man. The adverb truly is joined to the *adjective* wise.

Example.—They walked very rapidly. The adverb very is joined to the *adverb* rapidly.

An adverb is said to qualify or describe the word to which it is thus joined.

Written Exercises.

Copy the adverbs in the following sentences, and tell what word each adverb qualifies, and whether the word is a verb, an adjective, or an adverb :

1. The lady sang remarkably well.
2. A thoroughly truthful man never wilfully deceives.
3. A much greater number was there.
4. As they went very seldom, it was much more easy to refuse.
5. To speak fluently is vastly less important than to speak altogether correctly.

Commit to Memory.

An Adverb is a word added to a verb, an adjective, or another adverb, to qualify or describe it.

Oral Review.

What is a Noun ?

What is a Pronoun ?

What is an Adjective ?

What eight words are called Adjective Pronouns ?

What two words are called Articles ?

What is a Verb ?

What is an Adverb ?

What are the three principal kinds of Adverbs ?

Repeat five adverbs of Manner ; five of Place ; five of Time.



CONJUNCTIONS.



LESSON XLIII.

First Example.— John *and* James are sick.

Here the word “and” connects the noun “John” with the noun “James.”

Second Example.—The teacher dismissed the school, *and* the scholars went home.

Here “and” connects the sentence “The teacher dismissed the school” with the sentence “The scholars went home.”

A word used in this way to connect words or sentences is called a CONJUNCTION.

The principal Conjunctions are the following: *and, as, also, because, for, if, since, that, therefore, wherefore, or, nor, but, yet, than, lest, unless, though, although, &c.*

Written Exercises.

Copy the Conjunctions in the following sentences, and tell what words or sentences each one connects:

1. Horace remained to the close, although he was not well.

2. Philip and Thomas went to the city together, but each came back by himself.

3. He assured me that he knew the lesson perfectly.

4. I will receive the parcel if he sends it.

5. Charles and Mary went down nearly to the foot of the class, but Thomas and Lucy went up almost to the head.

Copy in separate lists all the nouns, adjectives, pronouns, verbs, and adverbs.

Commit to Memory.

A Conjunction is a word used to connect words and sentences.

Oral Review.

Repeat the questions on page 74.

What is a Conjunction?

Repeat five Conjunctions.





PREPOSITIONS.



LESSON XLIV.

Example. — Dig the ground *with* a spade.

Here *with* shows some relation between *spade* and *dig*. One is the act, the other is the instrument.

Example. — The book *of* the teacher.

Here *of* shows some relation between *teacher* and *book*. One belongs to the other.

Example. — The man *under* the tree.

Here *under* shows some relation between *tree* and *man*. It expresses the position of one in reference to the other.

A word thus put before a noun or a pronoun, to show its relation to some other word, is called a **PREPOSITION**.

It is so called because it is *put before* the noun or pronoun.

The word Preposition means something put before.

The following are some of the Prepositions most frequently used: *with, from, to, in, into, by, through, at, of, on, over, under.*

The noun or pronoun that comes after the preposition is in the Objective case.

Written Exercises.

Copy the Prepositions in the following sentences, and in connection with each Preposition tell the noun or pronoun that comes after it in the Objective case:

1. He went with me to the fields, and there we filled our baskets with berries.

2. It is a part of wisdom to remain in silence when in the presence of those older and wiser than we.

3. The man went by crooked paths, and through them he finally escaped detection.

4. A fresh stream of cold water runs by the gardener's house down into his neighbor's woods.

5. From them I learned that the ox had gored the unhappy girl to death with his horns.

Copy all the Transitive verbs, and tell what noun or pronoun is the Object of each.

Copy all the Intransitive verbs; all the adverbs; all the conjunctions.

Commit to Memory.

A Preposition is a word put before a noun or a pronoun to show its relation to some other word.

Oral Review.

What is a noun?

What is a pronoun?

What is an adjective?

What two words are called articles?

What is a verb?

What is an adverb?

What are the three principal kinds of adverbs?

Repeat five adverbs of Manner; five of Place;
five of Time.

What is a conjunction?

Repeat five conjunctions.

What is a preposition?

Why is it so called?

Repeat five of the prepositions most frequently
used.

In what case is the noun or pronoun that comes
after a preposition?



THE END. .



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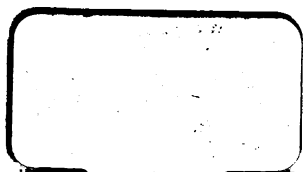
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